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ABSTRACT

The Cincinnati Public Schools' Information System (SIS) was established in 1970 and is currently an ongoing mechanism serving almost 100 schools. Its overall purpose is to provide data and information to decision-makers in order to optimize decision-making. The system utilizes a Hewlett-Packard 2000C unit and collects data on over 800 variables relating to students, staff, school plants, assignable costs, demographic characteristics, special education, and other matters. Each elementary, junior, and senior high school is provided with 11 reports which describe what the school is doing in relation to these variables and how these variables relate to educational achievement. Four years' experience with the system indicates that it provides excellent support for educational planning and control processes, for goal setting, problem identification and needs analysis, and for product evaluation. In addition, the SIS is an integral part of the educational accountability system and the district's Planning, Programing, and Budgeting System (PPBS). (Author)

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A Description Of The Cincinnati Public Schools' School Information System

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A Brief Description Of The Cincinnati Public Schools' School Information System

INTRODUCTION

In May of 1970 the Cincinnati Public Schools, Cincinnati, Ohio, received a Title III grant for the purpose of developing and implementing a School Information System (SIS) for the school district. The overarching rationale or strategy for this endeavor was the belief that when decision makers are provided with relevant, timely, reliable, and valid information; and when it is presented in an easy to read fashion, they are better able to make rational decisions than when such information is not available. The seven basic goals of the system are: (1) To develop a school evaluation and management model using system concepts. (2) To gather data on school unit variables "most likely" influencing the effective operation of the Cincinnati Public Schools. (3) To construct a longitudinal school unit data bank and information system. (4) To analyze data for parsimony, descriptiveness, and prediction of school output. (5) To report data and information meaningfully to decision makers so they can more effectively carry out the decision-making process. (6) To develop, administer, analyze, and report the student, teacher, parent, and administrator surveys. (7) To provide in-service training sessions for decision makers so they can understand and utilize this information system.

In the above paragraph an attempt was made to give the reader an idea of the rationale for the system and what it is endeavoring to accomplish. The remaining sections of this document will address itself to: (1) Background and Direction of the School Information System, (2) Hardware Configurations, (3) Data Collection, (4) Data Resources, Information Reporting, and (6) Evaluation of the System.

MAJOR COMPONENTS OF THE SYSTEM

A. Background and Direction of the System.

At the present time I have a staff of three plus myself. At the outset of the project I had a staff of six people which included two programmer analysts, one programmer, one evaluator, two statistical clerks and a secretary.

With respect to the system, it works within and services the 99 regular schools comprising the Cincinnati Public School District. In other words, the system services all seventy-three elementary schools, all eighteen junior high schools, and eight senior high schools. The entire system's effort is channeled in the direction of the school as the basic unit of data aggregation. In other words, data and information is delineated, gathered, analyzed, and reported at this organizational level and services only those decision makers (i.e., principals, supervisors, directors, assistant superintendents, superintendent, and the Board itself) involved in decisions affecting school units. Further, the system is in no way attempting to evaluate, manage, collect, or report data or information relating to particular students, particular classes of students, particular teachers, or particular sub-districts of schools in the Cincinnati Public School system. The system's primary focus is toward the school as a whole. As more is learned about educational management and evaluation systems, their application in education, when resources, financial and human, become available, and as this particular system becomes operational, however, there is every intention of working toward and within each of the other levels of the school organization.

Another characteristic of the system should also be made known before continuing. The primary focus of this system is to deal with and serve as an information foundation to the educational program dimension and not to support the maintenance (e.g., budget, salary, scheduling, etc.) dimensions connected with the educational setting. At the present, we do not see ourselves servicing as a data crib to operationalize a Planning Program Budgeting System (PPBS), a performance contracting system, or a cost/effectiveness system. This will come, but only after this basic system is first operationalized. To reiterate, we are at the present-- and for the next few years -- interested in serving educational decision makers whose responsibility is to contribute to the running of a school. And further, to assist these individuals by providing them with relevant, timely, valid, and objective information on those educational variables that have a significant impact on positively changing the behavior of students.

More specifically, in terms of a system's framework, what the system is endeavoring to do is delineate information needs, gather and analyze data to meet these needs, and to generate and report information to decision makers for planning and controlling the educational change process at the school unit level. Operationally speaking, to accomplish these purposes, SIS is lending itself to identifying, analyzing, and quantifying the relationships between all inputs going into a school and educational outcomes (i.e., only those goals or objectives relating to the educand). Further, SIS is allowing for determining the combination of contributing factors which will maximize the educational outputs. Finally, the system is developed in such a way that it lends itself to the information reporting task. This is of necessity in order that local school decision-makers can get the information when they need it and in a most easily understood manner.

B. Hardware Configurations.

With respect to some of the more salient characteristics of our present hardware configuration, these include the use of an H.P. 2000C unit having a 32K CORE memory. Storage for the time-shared environment is a 2314 tape disc with 23.5m bytes. Off-line storage is done on 800 bpi-9 track magnetic tape or punched or mark sense cards. All reports are produced in a time-shared environment using either terminal for short reports or line printer for longer reports. Data input is via terminals and/or cards with the majority of cards either being punched or mark sensed.

C. Data Collection.

The following is a brief alphabetical list of the more than 800 data variables per school collected and reported by SIS. In general, the SIS reports containing these variables cover <u>each</u> regular school (under the Cincinnati Board of Education) from 1965-66 through the most recent academic year. The reader can assume that absolute numbers are available for all variables--as well as percentages and district averages wherever appropriate. For detail, see the Definition of Variables Booklet

produced by SIS.[1]

I. PUPILS

A. Absence and Attendance
(20 variables - by sex, grade) average daily rates

B. Membership
(18 variables - average daily - black)

C. Mobility
(40 variables - by grade, total school)

D. Promotion
(24 variables - total by grade, by sex)

E. Referrals
(2 variables - attendance and psychological)

F. Tests - Academic Achievement
(110 variables - Metropolitan Achievement, grades 3, 6, 8 reading, math)

G. Tests - Academic Aptitude
(15 variables - grades 3, 6, 8)

H. Tests - Physical Achievement
(30 variables - by age and physical classification)

I. Student Attitude Survey
(30 variables - 6, 9 and 12 graders)

J. Graduate Follow-Up Survey
(5 variables given to twelfth graders)

K. Delinquency
(4 variables, e.g., physical arrests, drug arrests)

L. Health
(2 variables - hearing and seeing)

M. Wealth
(2 variables - free lunches and low income families)

N. Foster Homes
(1 variable)

II. STAFF - CERTIFICATED

A. Absence and Attendance
(10 variables - by school)

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[1] Barbadora, Bernard M., Definition of Variables, Cincinnati Public Schools, Cincinnati, Ohio, Division of Research and Development. September, 1973, pp. 1-20.

B. Composition
(7 variables - age, staff turnover)

C. Experience
(8 variables - average years teaching - B. A. degree, M. A. degree)

D. Pupil/Teacher Ratio
(8 variables - by total school and by grade)

E. Teachers Attitude Survey
(50 variables - 6 factors by total school)

III. SCHOOL/PLANT

A. Age of school building
(1 variable)

B. Play area per student
(1 variable)

C. Rooms in use
(1 variable)

D. Portable classrooms in use
(1 variable)

E. Portable classrooms available
(1 variable)

F. Other building data
(5 variables - capacity, number of books)

IV. ASSIGNABLE COSTS

A. Per Pupil
(7 variables - instructional costs, federal)

B. Total School Costs
(7 variables - general fund costs - state)

V. DEMOGRAPHIC CHARACTERISTICS

A. Parent Attitude Survey
(30 variables - given every parent in Cincinnati Public Schools)

B. Census
(100 variables - by school attendance area, mean income - types of families - education - income)

VI. OTHER SURVEY DATA

(100 variables - Administrator Survey - Teacher Survey by race - Student Survey by sex, etc.)

VII. SPECIAL EDUCATION
(50 variables - membership, promotion, physical achievement)

D. Data Resources.

Very little data with the exception of the Student, Teacher, Parent, and Administrator Surveys are collected denovo. Therefore, SIS relies on many individuals, departments, and agencies for the "original" collection of data. The following is a list of both intra-system and outside systems contacted for the inputting of data into SIS. INTRA-SYSTEM SOURCES: Office of the Clerk-Treasurer; Office of the Superintendent; Department of Research and Development; Administrative Research Branch; School-Community Relations Branch; Department of Business Management; Evaluation Services Branch; Health and Physical Education; Educational Opportunities Services Branch; Staff Personnel Branch; Elementary and Secondary Schools; Pupil Adjustment and Attendance Services Branch; Psychological Services Branch; Department of Human Resources; Food Services Branch; and Department of Facilities Management. OUTSIDE SYSTEM SOURCES: Hamilton County Board of Elections, Cincinnati Police Records -- Regional Computer Center, City Planning, Chamber of Commerce, and Ohio-Kentucky-Indiana Regional Planning Authority.

E. Information Reporting.

In reference to the reporting dimension of SIS, this is perhaps the most important and novel aspect of the system. Essentially the School Information System produces ten major reports. By title they are: Exceptional Characteristics Report, School Variable Printout, School Variable Stanine, School Factor Stanine, Student Survey, Teacher Survey, Parent Survey, Goal Survey, Achievement Forecast Report, and Trend Report. Specific characteristics and uses of each of these documents will now be elaborated upon. (OVERHEAD) However, the reader is referred to the appendices given after each title to get a clearer idea of what the report looks like.

1. Title: Exceptional Characteristics (1-5 pages) See Appendix A

Contents: Positive (i.e., correlated positively with student achievement variables), negative, and neutral data--when they are above or below the middle

two-thirds of District schools at the same level. For example, a listing for one of the 73 elementary schools would mean that school was among the top or bottom dozen elementary schools on that particular variable.

Uses: As quick identification of major strengths and weaknesses, brief guideline for goal development or needs assessment, summary of highlights for report 2 (below).

2. Title: Variable Printout (16 pages) See Appendix B

Contents: Variables are printed in raw score, percent, direction, (i.e., + or - depending on correlation with student achievement), district-wide comparison, and normal range (one standard deviation) for several hundred variables in the SIS data bank.

Uses: Basic data on school's inputs and outputs, backup detail for all other more abbreviated reports and can be used for both context and product evaluation.

3. Title: Factor Stanine Profile (1 page) See Appendix C

Contents: Twenty major input and output factors (i.e., clusters of variables) with direction as well as stanine and percentile rankings.

Uses: Global snapshot of a school, summarized version of #4 below.

4. Title: Variable Stanine Profile (16 pages) See Appendix D

Contents: Direction, stanine, and percentile for most of SIS's variables.

Uses: Quick picture of how one school compares with others in the District backup for report 3.

5. Title: Student Survey (1 page) See Appendix E

Contents: Percent of agree, disagree, and undecided responses to 30 questionnaire items. Taken by all sixth, ninth, and twelfth graders.

Uses: Assessment of student attitudes, confirmation or refutation of other data on students.

6. Title: Teacher Survey (2 pages) See Appendix F

Contents: Actual and averaged responses to 50 questionnaire items. Taken by all teachers.

Uses: Assessment of teacher attitudes, basis for staff meetings, offers direction for change.

7. Title: Parent Survey (1 page) See Appendix G

Contents: Percent of yes, no, and undecided responses to 22 questionnaire items. Taken by a large sample of the parents for each school.

Uses: Assessment of parent sentiments, basis for P.T.A. discussion.

8. Title: Goal Survey (1 page) See Appendix H

Contents: Percent of top selections from eleven goal statements put to school administrators and to the above survey populations.

Uses: Note emphases of the various groups, compare groups, review program priorities. To determine amount of agreement parents, students, and teachers have regarding need areas of the school.

9. Title: Achievement Forecast (2 pages) See Appendix I

Contents: Graphical comparison between a school's "predicted" achievement (based on a variety of input variables) and the school's actual achievement (i.e., achievement test results) in reading and mathematics.

Uses: Evaluation of a school's success--in terms of its resources, needs assessment and program evaluation.

10. Title: Trend Report (4-8 pages) See Appendix J

Contents: Values for selected variables are graphed over the past five school years.

Uses: Find patterns, better predict what will happen next year, historical background of school. Seek out trends in data. More accurately predicting what the future has in store. Past history of the school.

EVALUATION OF THE PRESENT SYSTEM

Regarding some evaluative data, results of a survey of all principals in April of 1973 proved to be very positive. Specifically, Item 1 queried understanding of SIS reports. Of the four choices provided, 22 reported "very well", 74 marked

"rather well", and therefore none fell into the lower two categories of "rather little" and "very little".

Item 2 inquired about the general frequency of report usage. Fifty, a slight majority, replied "monthly", while 13 and 12 reported "weekly" and "annually" respectively. Only three purported to use SIS documents "daily". Another 20 commented to the effect that they tended to use the reports as needed or at varying times.

Item 3 dealt with extent and kind of use made of the reports. Results are shown in Table I below:

TABLE I: "How much do you refer to the report?"

Areas Of Use	Not At All	A Little	Some-what	A Lot	Aver-age*
a) To answer staff questions	2	27	54	13	2.8
b) To answer parent questions	5	39	41	11	2.6
c) For discussion in staff meetings	1	19	45	31	3.1
d) For discussion in community meetings	0	30	42	24	2.9
e) To assess needs or develop goals for your school	1	11	36	48	3.4
f) To evaluate aspects of your school	1	6	44	45	3.4

*Calculated with a 1-4 point scale with high score meaning high usage.

As can readily be seen, the overall usage in terms of the above areas was reasonably high in all cases.

Another item on this same survey asked for respondents to indicate their interest in the various reports. Again, the results were quite positive and are given below in Table II:

TABLE II: "Rank each SIS Report in terms of interest for you".

Name Of SIS Report	None	Low	Medium	High	Average*
a) Exceptional Characteristics	1	12	35	45	3.3
b) Variable Printout	4	10	49	31	3.2
c) Factor Stanine	3	10	44	37	3.2
d) Variable Stanine	4	13	47	29	3.1
e) Student Survey	2	6	30	57	3.5
f) Teacher Survey	0	3	26	65	3.7
g) Parent Survey	0	2	31	63	3.6
h) Goal Survey	0	6	38	51	3.5
i) Trend Report	0	12	36	44	3.3
j) Achievement Forecast	4	7	32	48	3.4

*Based on a 1-4 point scale with 4 meaning "high".

In general, one can note the substantial interest of the principals at large in all the reports. Considering the centers of gravity or average figures, no report fell below "medium". The four surveys, led by the Teacher Survey, rated above any of the other six reports.

In conclusion, this is what the School Information System looks like and what it is endeavoring to accomplish. To date the major problems encountered include: complete acceptance of the system on the part of all principals, more training on the part of administrators so that they can more fully understand and utilize the system, more help needs to be provided in data usage, timeliness of data, and greater financial support is definitely needed if the system is to fully operationalize a pupil information system. And last,but certainly not least, is the fact that up to this year we never had our own computer.

Regarding some of the positive characteristics of the system, the system does provide for easy access and retrieval of data in order to support the educational planning and controlling process. It has proved to be an excellent mechanism for goal setting, problem identification, and needs analysis. It has also proved valuable in doing product evaluation. To the author's knowledge, this is the only management and evaluation system serving the educational program dimension as opposed to grade reporting, scheduling, payroll, etc. Generally speaking, it is seen as a vital support mechanism for both an educational accountability system as well as a Planning, Programming, and Budgeting System (PPBS).

SUMMARY

In the above paragraphs, an attempt was made to give a quick overview of the Cincinnati Public Schools' School Information System. Specifically, it was stated that the overall goal of the system was to provide data and information to decision makers for the purpose of more enlightened decision making. The paper addressed itself to the major components of the system and they were: its hardware configuration; where, what, and how data is collected, and examples of how the data is reported. Finally, a brief evaluative testimonial of the system was given.

TABLE OF APPENDICES

The following are exemplary pages of each of the documents produced by the Cincinnati Public Schools' School Information System.*

page

Appendix A 12
Exceptional Characteristics of Your School

Appendix B 13
School Variable Printout

Appendix C 14
Factor Stanine Profile

Appendix D 15
Variable Stanine Profile

Appendix E 16
Student Survey

Appendix F 17
Teacher Survey

Appendix G 18
Parent Survey

Appendix H 19
Goal Survey

Appendix I 20
Achievement Forecast Report

Appendix J 21
Trend Report

*It should be noted that for each of these reports, letters and very instructional memorandums are prepared and accompany each document with its release.

APPENDIX A

ESEA TITLE III
CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

EXCEPTIONAL CHARACTERISTICS OF YOUR SCHOOL
1971-72 SCHOOL YEAR

POSITIVE CHARACTERISTICS (BASED ON SCHOOL ACHIEVEMENT)	NEGATIVE CHARACTERISTICS (BASED ON SCHOOL ACHIEVEMENT)	CAN NOT DETERMINE IF POSITIVE OR NEGATIVE CHARACTERISTICS (BASED ON SCHOOL ACHIEVEMENT)
LOW AVERAGE DAILY ABSENCE - GRADE K	HIGH % TRANSFERS-IN - GRADE K	LOW AVERAGE DAILY MEMBERSHIP - TOTAL
HIGH AVERAGE DAILY ATTENDANCE - GRADE K	HIGH % TRANSFERS-OUT - GRADE K	LOW GROSS MEMBERSHIP - TOTAL
LOW AVERAGE DAILY ABSENCE - GRADE 5	HIGH % LEAVING SCHOOL - GRADE K	LOW AVERAGE DAILY MEMBERSHIP - GRADE 1
HIGH AVERAGE DAILY ATTENDANCE - GRADE 5	HIGH % LEAVING SCHOOL - GRADE 1	LOW GROSS MEMBERSHIP - GRADE 1
LOW % NEW ENROLLMENTS - TOTAL	HIGH % TRANSFERS-OUT - GRADE 2	LOW AVERAGE DAILY MEMBERSHIP - GRADE 2
LOW % EXTERNAL TRANSFERS - TOTAL	LOW % BOYS PROMOTED - GRADE 2	LOW GROSS MEMBERSHIP - GRADE 2
LOW % LEAVING SCHOOL - TOTAL	LOW % TOTAL PROMOTED - GRADE 3	LOW GROSS MEMBERSHIP - GRADE 3
LOW % EXTERNAL TRANSFERS - GRADE K	LOW % BOYS PROMOTED - GRADE 3	LOW AVERAGE DAILY MEMBERSHIP - GRADE 4
LOW % NEW ENROLLMENTS - GRADE 1	LOW GR. 3 READING(75%)	LOW GROSS MEMBERSHIP - GRADE 4
LOW % EXTERNAL TRANSFERS - GRADE 1	LOW GR. 3 READING(90%)	LOW AVERAGE DAILY MEMBERSHIP - GRADE 5
LOW % NEW ENROLLMENTS - GRADE 2	LOW GR. 3 WORD KNOWLEDGE(75%)	LOW GROSS MEMBERSHIP - GRADE 5
LOW % LEAVING SCHOOL - GRADE 2	LOW GR. 3 WORD ANALYSIS(75%)	LOW AVERAGE DAILY MEMBERSHIP - GRADE 6
LOW % NEW ENROLLMENTS - GRADE 3	LOW GR. 3 WORD ANALYSIS(90%)	LOW GROSS MEMBERSHIP - GRADE 6
LOW % LEAVING SCHOOL - GRADE 3	LOW GR. 3 SPELLING(75%)	HIGH % BLACK MEMBERSHIP
LOW % LEAVING SCHOOL - GRADE 4	LOW GR. 3 SPELLING(90%)	LOW GR. 3 READING VARIABILITY
LOW % EXTERNAL TRANSFERS - GRADE 5	LOW GR. 3 ARITH. COMPUTATION(10%)	LOW GR. 3 WORD KNOWLEDGE VARIABILITY
LOW % LEAVING SCHOOL - GRADE 5	LOW GR. 3 ARITH. COMPUTATION(75%)	LOW GR. 3 WORD ANALYSIS VARIABILITY
LOW % LEAVING SCHOOL - GRADE 6	LOW GR. 3 ARITH. COMPUTATION(90%)	LOW GR. 3 SPELLING VARIABILITY
HIGH % GIRLS PROMOTED - TOTAL	LOW GR. 3 ARITH. CONCEPTS(25%)	LOW GR. 3 ARITH. COMPUTATION VARIABILITY
HIGH % TOTAL PROMOTED - GRADE K	LOW GR. 3 ARITH. CONCEPTS(75%)	LOW GR. 3 ARITH. PROB. SOLV. VARIABILITY
HIGH % BOYS PROMOTED - GRADE K	LOW GR. 3 ARITH. CONCEPTS(90%)	LOW GR. 6 READING VARIABILITY
HIGH % GIRLS PROMOTED - GRADE K	LOW GR. 3 ARITH. PROB. SOLV.(90%)	LOW GR. 6 WORD KNOWLEDGE VARIABILITY
HIGH % GIRLS PROMOTED - GRADE 1	LOW GR. 6 READING(90%)	LOW GR. 6 LANGUAGE VARIABILITY
HIGH % GIRLS PROMOTED - GRADE 2	LOW GR. 6 WORD KNOWLEDGE(90%)	LOW GR. 6 ARITH. COMPUTATION VARIABILITY
HIGH % GIRLS PROMOTED - GRADE 3	LOW GR. 6 LANGUAGE(90%)	LOW GR. 6 ARITH. CONCEPTS VARIABILITY
HIGH % TOTAL PROMOTED - GRADE 4	LOW GR. 6 ARITH. CONCEPTS(90%)	LOW GR. 6 ARITH. PROB. SOLV. VARIABILITY
HIGH % BOYS PROMOTED - GRADE 4	LOW GR. 6 ARITH. PROB. SOLV.(90%)	LOW GR. 3 IQ VARIABILITY
HIGH % GIRLS PROMOTED - GRADE 4	LOW GR. 3 IQ (10%)	LOW GR. 6 IQ VARIABILITY
HIGH % TOTAL PROMOTED - GRADE 5	LOW GR. 3 IQ (75%)	LOW % ON STAFF
HIGH % BOYS PROMOTED - GRADE 5	LOW GR. 3 IQ (90%)	LOW PUPIL/TEACHER RATIO - GRADE 1
HIGH % GIRLS PROMOTED - GRADE 5	LOW GR. 6 IQ (90%)	LOW PUPIL/TEACHER RATIO - GRADE 2
HIGH % TOTAL PROMOTED - GRADE 6	LOW PARTICIPATION DASH-BOYS I	LOW PUPIL/TEACHER RATIO - GRADE 6
HIGH % BOYS PROMOTED - GRADE 6	LOW PARTICIPATION THROW-BOYS I	HIGH AVERAGE DAILY ABSENCE - SPECIAL
HIGH % GIRLS PROMOTED - GRADE 6	LOW PARTICIPATION POLE CLIMB-BOYS I	LOW % NEW ENROLLMENTS - SPECIAL
LOW 50 YD. DASH SCORE-BOYS II	LOW PARTICIPATION BROAD JUMP-BOYS I	HIGH % TRANSFERS-OUT - SPECIAL
HIGH STUNTS/GAME SKILLS SCORE-BOYS II	LOW PARTICIPATION STUNTS-BOYS I	LOW % EXTERNAL TRANSFERS - SPECIAL
HIGH BALL THROW SCORE-BOYS III	LOW PARTICIPATION DASH-GIRLS I	LOW % LEAVING SCHOOL - SPECIAL
HIGH BALL THROW SCORE-GIRLS III	LOW BROAD JUMP SCORE-GIRLS I	HIGH % TOTAL PROMOTED - SPECIAL
HIGH STUNTS/GAME SKILLS SCORE-GIRLS III	LOW PARTICIPATION STUNTS-GIRLS I	HIGH % BOYS PROMOTED - SPECIAL
HIGH STUNTS/GAME SKILLS SCORE-BOYS IV	LOW PARTICIPATION DASH-BOYS II	HIGH % GIRLS PROMOTED - SPECIAL
HIGH BALL THROW SCORE-BOYS V	LOW PARTICIPATION THROW-BOYS II	
HIGH STUNTS/GAME SKILLS SCORE-BOYS V	LOW PARTICIPATION POLE CLIMB-BOYS II	
HIGH STUNTS/GAME SKILLS SCORE-GIRLS V	HIGH POLE CLIMB SCORE-BOYS II	
HIGH OVERALL PARTICIPATION-BOYS	LOW PARTICIPATION BROAD JUMP-BOYS II	
HIGH SCHOOL ATMOSPHERE FACTOR	LOW BROAD JUMP SCORE-BOYS II	

SEE SCHOOL VARIABLE PRINTOUT FOR MORE DETAILS

ESEA TITLE III
CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

SCHOOL VARIABLE PRINTOUT
1971-72 SCHOOL YEAR

YOUR SCHOOL UNIT NUMBER VALUE	VARIABLE	DIRECTION OF VARIABLE	YOUR SCHOOL UNIT VALUE	ALL ELEM. SCHOOL UNITS	CRITICAL AREA
	1. PUPILS				
	ABSENCE AND ATTENDANCE				
	TOTAL SCHOOL				
25.00	AVERAGE DAILY ABSENCE	(-)	6.94%	8.55%	5.98% TO 11.12%
336.00	AVERAGE DAILY ATTENDANCE	(+)	93.33%	91.52%	88.84% TO 94.20%
	GRADE K				
3.00	• AVERAGE DAILY ABSENCE	(-)	6.98%	13.10%	8.72% TO 17.46%
46.00	• AVERAGE DAILY ATTENDANCE	(+)	93.02%	86.90%	82.51% TO 91.29%
	GRADE 1				
4.00	AVERAGE DAILY ABSENCE	(-)	8.33%	8.83%	6.22% TO 11.44%
44.00	AVERAGE DAILY ATTENDANCE	(+)	91.67%	91.17%	88.53% TO 93.81%
	GRADE 2				
3.00	AVERAGE DAILY ABSENCE	(-)	6.38%	7.47%	5.04% TO 9.90%
44.00	AVERAGE DAILY ATTENDANCE	(+)	93.62%	92.52%	90.06% TO 94.96%
	GRADE 3				
4.00	AVERAGE DAILY ABSENCE	(-)	7.41%	7.22%	4.46% TO 9.98%
50.00	AVERAGE DAILY ATTENDANCE	(+)	92.59%	92.78%	89.99% TO 95.57%
	GRADE 4				
3.00	AVERAGE DAILY ABSENCE	(-)	6.00%	7.63%	4.81% TO 10.45%
47.00	AVERAGE DAILY ATTENDANCE	(+)	94.00%	92.37%	89.53% TO 95.21%
	GRADE 5				
2.00	• AVERAGE DAILY ABSENCE	(-)	3.77%	7.52%	4.16% TO 10.88%
51.00	• AVERAGE DAILY ATTENDANCE	(+)	96.23%	92.48%	89.10% TO 95.86%
	GRADE 6				
3.00	AVERAGE DAILY ABSENCE	(-)	6.25%	7.75%	4.47% TO 11.03%
45.00	AVERAGE DAILY ATTENDANCE	(+)	93.75%	92.25%	88.96% TO 95.54%
	ABSENCE BY SEX				
12.00	BOYS	(-)	7.02%	8.49%	5.81% TO 11.17%
13.00	GIRLS	(-)	6.89%	6.63%	6.08% TO 11.18%

• THIS IS AN EXCEPTIONAL VARIABLE

ESEA TITLE III

CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM

DIVISION OF PROGRAM RESEARCH & DESIGN

FACTOR STANINE PROFILE
1971-72 SCHOOL YEAR

		DIRECTION OF FACTOR	STANINE 1 2 3 4 5 6 7 8 9	PERCENTILE	STANINE
	INPUT FACTORS				
1	SOCIO-ECONOMIC STATUS	(+)		26	3.72
2	INTER-CITY MOBILITY	(-)		3	1.24
3	INTRA-CITY MOBILITY	(-)		70	6.04
4	COMMUNITY INVOLVEMENT & SUPPORT	(+)		55	5.26
5	SCHOOL POPULATION	( )		6	1.84
6	PARENT ATTITUDE	(+)		17	3.10
7	STAFF ATTITUDE	(+)		63	5.66
8	STAFF CHARACTERISTICS	(+)		16	3.02
9	STAFF STABILITY	(+)		10	2.66
10	STAFF TRAINING	(+)		20	3.32
	OUTPUT FACTORS				
11	ACHIEVEMENT - GR. 3	(+)		25	3.66
12	VERBAL ACH. VARIABILITY - GR. 3	( )		1	0.34
13	ARITH. ACH. VARIABILITY - GR. 3	( )		9	2.32
14	ACHIEVEMENT - GR. 6	(+)		47	4.84
15	VERBAL ACH. VARIABILITY - GR. 6	( )		10	2.44
16	ARITH. ACH. VARIABILITY - GR. 6	( )		4	1.50
17	STUDENT ACADEMIC CONFIDENCE	(+)		43	4.34
18	STUDENT SCHOOL ATTITUDE	(+)		60	5.50
19	STUDENT SELF ATTITUDE	(+)		41	4.34
20	STUDENT INCENTIVE FOR LEARNING	(+)		29	3.93

ESEA TITLE III
CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

VARIABLE STANINE PROFILE
1971-72 SCHOOL YEAR

VARIABLE	DIRECTION OF VARIABLE	STANINE 1 2 3 4 5 6 7 8 9	PERCENTILE	STANINE
I. PUPILS				
ABSENCE AND ATTENDANCE				
TOTAL SCHOOL				
AVERAGE DAILY ABSENCE	(-)		34	4.18
AVERAGE DAILY ATTENDANCE	(+)		68	5.94
GRADE K				
AVERAGE DAILY ABSENCE	(-)		3	1.24
AVERAGE DAILY ATTENDANCE	(+)		97	8.76
GRADE 1				
AVERAGE DAILY ABSENCE	(-)		46	4.80
AVERAGE DAILY ATTENDANCE	(+)		54	5.20
GRADE 2				
AVERAGE DAILY ABSENCE	(-)		37	4.34
AVERAGE DAILY ATTENDANCE	(+)		63	5.66
GRADE 3				
AVERAGE DAILY ABSENCE	(-)		60	5.50
AVERAGE DAILY ATTENDANCE	(+)		40	4.50
GRADE 4				
AVERAGE DAILY ABSENCE	(-)		32	4.06
AVERAGE DAILY ATTENDANCE	(+)		68	5.94
GRADE 5				
AVERAGE DAILY ABSENCE	(-)		7	2.04
AVERAGE DAILY ATTENDANCE	(+)		93	7.96
GRADE 6				
AVERAGE DAILY ABSENCE	(-)		41	4.54
AVERAGE DAILY ATTENDANCE	(+)		59	5.46
ABSENCE BY SEX				
BOYS	(-)		37	4.34
GIRLS	(-)		30	3.96

APPENDIX E

CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

STUDENT SURVEY

MAY - 1972

		ELEMENTARY SCHOOL UNIT			ALL ELEMENTARY SCHOOL UNITS		
		% AGREE	% DISAGREE	% UNDECIDED	% AGREE	% DISAGREE	% UNDECIDED
			N = 119			N = 5,148	
FACTOR I	**ACADEMIC CONFIDENCE**						
ITEM #	ITEMS COMPRISING ABOVE FACTOR						
2.	I NEED MORE HELP IN SOME OF MY STUDIES.	75	11	12	73	15	10 $
7.	I GET ALONG BETTER OUTSIDE OF SCHOOL THAN IN SCHOOL.	45	26	27	46	30	23
9.	I AM SATISFIED WITH THE GRADES ON MY REPORT CARD.	52	36	10	48	39	12
22.	MY PARENTS THINK I SHOULD DO BETTER IN MY SCHOOLWORK.	65	20	14	71	17	11
30.	MY TEACHERS THINK I SHOULD DO BETTER IN MY SCHOOLWORK.	49	15	34	62	13	23
FACTOR II	**ATTITUDE TOWARD SCHOOL**						
ITEM #	ITEMS COMPRISING ABOVE FACTOR						
1.	I LIKE SCHOOL.	57	10	31	62	14	23
4.	I LIKE MY SCHOOL.	41	26	31	55	24	20
8.	I WOULD LIKE TO SPEND MORE TIME AT SCHOOL.	15	66	17	21	62	16
12.	I LOOK FORWARD TO COMING TO SCHOOL.	52	24	23	52	27	19
20.	SCHOOLWORK IS INTERESTING TO ME.	42	21	36	52	19	27
25.	I LIKE READING.	67	16	15	65	21	13
27.	I LIKE MY TEACHERS.	52	12	34	66	11	21
29.	I WOULD COME TO SCHOOL EVEN IF I DID NOT HAVE TO.	42	35	21	44	38	17
FACTOR III	**SELF ATTITUDE**						
ITEM #	ITEMS COMPRISING ABOVE FACTOR						
5.	I FEEL THAT PEOPLE GENERALLY LIKE ME.	76	6	16	63	13	22
10.	TEACHERS CARE ABOUT ME.	38	14	47	51	16	31
17.	I LIKE TO WORK ON MY OWN.	68	10	21	73	12	13
21.	MY TEACHERS THINK I AM DOING WELL IN MY SCHOOLWORK.	48	14	36	43	19	36
23.	IT IS HARD FOR ME TO MAKE FRIENDS.	1	80	7	17	71	11
24.	I AM AN UNLUCKY PERSON.	15	66	17	23	58	17
26.	SCHOOLWORK IS TOO HARD FOR ME.	1	85	12	7	76	15
28.	I AM A HAPPY PERSON.	82	7	10	73	12	14
FACTOR IV	**INCENTIVE FOR LEARNING**						
ITEM #	ITEMS COMPRISING ABOVE FACTOR						
6.	I ENJOY OUT-OF-CLASS SCHOOL ACTIVITIES.	94	3	2	88	5	5
13.	I TALK ABOUT SCHOOL AT HOME.	76	19	4	75	18	6
15.	I GET PRAISE AT HOME FOR GOOD SCHOOLWORK.	77	9	13	71	17	11
18.	MY PARENTS ARE INTERESTED IN WHAT I DO IN SCHOOL.	94	1	4	90	3	5
NON-FACTORABLE ITEMS							
3.	READING LIBRARY BOOKS HELPS ME IN MY SCHOOLWORK.	59	26	14	60	22	16
11.	STUDENTS IN MY SCHOOL GET ALONG PRETTY WELL TOGETHER.	43	39	16	51	29	18
14.	SOMEONE FROM HOME HAS TALKED TO MY TEACHER(S) THIS SCHOOL YEAR.	72	20	6	63	29	7
16.	I THINK I WILL GRADUATE FROM HIGH SCHOOL.	84	2	12	80	4	15
19.	I READ MORE THAN IS REQUIRED BY MY SCHOOLWORK.	45	33	21	40	40	18

$ TOTAL PERCENTAGES DO NOT ALWAYS EQUAL 100 % DUE TO RESPONDENTS' OMISSIONS.
* REFER TO INTERPRETIVE MEMO

CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

TEACHER SURVEY
DATE ADMINISTERED - APRIL, 1972

		NO. OF RESPONSES PER RATING							YOUR SCHOOL AVERAGE RATING	AVERAGE OF ALL ELEMENTARY SCHOOL TEACHERS
		POOR 1	2	AVERAGE 3	4	5	6	EXCELLENT 7	N = 14	N = 1,625
FACTOR I	STAFF MORALE									
ITEM #	ITEMS COMPRISING ABOVE FACTOR									
6.	MY VIEW OF TEACHER APPRAISAL SYSTEM.	2	1	3	5	1	2	0	3.57	3.14
17.	ATTENDANCE REGULARITY OF MY FELLOW TEACHERS.	0	0	2	6	2	2	2	4.71	5.06
20.	SATISFACTION WITH MY TEACHING ASSIGNMENT.	0	0	1	2	1	4	6	5.85	5.40
23.	COOPERATION AMONG TEACHERS IN MY SCHOOL.	1	0	1	4	0	5	3	5.07	4.84
30.	GENERAL QUALITY OF TEACHING IN MY SCHOOL.	0	0	0	4	5	3	2	5.21	5.20
31.	UNDERSTANDING OF MY RESPONSIBILITY IN THE SCHOOL.	0	0	0	2	1	7	4	5.92	5.58
34.	STAFF MORALE IN MY SCHOOL.	1	0	1	6	4	1	1	4.35	4.19
37.	ADMINISTRATIVE HELP IN SCHOOL WITH DISCIPLINE PROBLEMS.	0	1	1	1	2	5	4	5.50	4.54
42.	TEACHER-PRINCIPAL COOPERATION.	0	0	0	2	1	2	7	6.16	5.11
47.	MY INVOLVEMENT IN DECISIONS AFFECTING ME.	0	0	2	6	4	2	0	4.42	4.08
48.	SYSTEM'S APPRECIATION OF MY CONTRIBUTION.	0	1	1	6	4	1	1	4.42	3.71
50.	VALUE OF STAFF MEETINGS IN MY SCHOOL.	0	0	0	6	2	4	2	5.14	4.16
						FACTOR AVERAGE			5.03	4.58
FACTOR II	SPECIAL EDUCATION NEEDS									
ITEM #	ITEMS COMPRISING ABOVE FACTOR									
12.	ADEQUACY OF COUNSELING SERVICES.	5	6	2	0	0	1	0	2.07	2.29
14.	ADEQUACY OF PSYCHOLOGICAL SERVICES.	1	3	2	6	1	1	0	3.42	3.07
16.	SCHOOL'S PROVISION FOR PUPIL'S HEALTH.	3	1	5	3	2	0	0	3.00	3.20
21.	PROVISIONS FOR THE PHYSICALLY HANDICAPPED CHILD IN MY SCHOOL.	5	2	3	2	1	0	1	2.71	2.28
22.	PROVISIONS FOR THE SOCIALLY MALADJUSTED CHILD IN MY SCHOOL.	6	5	1	1	1	0	0	2.00	2.08
25.	PROVISIONS FOR THE EDUCABLE MENTALLY RETARDED IN MY SCHOOL.	1	2	3	3	1	2	2	4.07	2.90
45.	CURRICULUM IN MY SUBJECT AREA FOR DISADVANTAGED PUPILS.	1	1	4	4	3	0	1	3.78	3.14
46.	PROVISIONS FOR THE EMOTIONALLY DISTURBED CHILDREN IN MY SCHOOL.	6	4	2	1	1	0	0	2.07	2.02
						FACTOR AVERAGE			2.89	2.62
FACTOR III	PUPIL CHARACTERISTICS									
ITEM #	ITEMS COMPRISING ABOVE FACTOR									
10.	STUDENTS IN THE SCHOOL GET ALONG PRETTY WELL TOGETHER.	4	3	3	3	1	0	0	2.57	3.92
11.	SELF-IMAGE OF MY PUPILS.	0	2	2	4	2	4	0	4.28	4.14
18.	BEHAVIOR OF PUPILS IN MY SCHOOL.	4	3	3	3	1	0	0	2.57	3.66
28.	PUNCTUALITY OF MY PUPILS.	0	2	2	6	3	1	0	3.92	4.05
29.	ASPIRATION LEVEL OF MY PUPILS.	0	2	3	6	2	1	0	3.78	3.86
38.	FREEDOM FROM PHYSICAL THREAT IN AND AROUND MY SCHOOL.	1	1	0	5	2	4	1	4.57	4.78
44.	GENERAL ACHIEVEMENT OF MY PUPILS.	0	1	4	5	1	3	0	4.07	4.09
						FACTOR AVERAGE			3.68	4.07

* YOUR TEACHERS' RESPONSES TO THESE ITEMS WERE SIGNIFICANTLY DIFFERENT FROM THE AVERAGE OF ALL RESPONDENTS.
(SEE INTERPRETIVE MEMO)

ESEA TITLE III
CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

PARENT SURVEY

DATE ADMINISTERED - MAY 1972

		YOUR SCHOOL UNIT N= 184			ALL ELEMENTARY SCHOOL UNITS N=25,013		
		% YES	% NO	% UNDECIDED	% YES	% NO	% UNDECIDED
SCHOOL ATMOSPHERE							
ITEM #	ITEMS COMPRISING THE ABOVE CATEGORY						
1.	DO YOU FEEL WELCOME AT THE SCHOOL YOUR CHILD ATTENDS.	95	0	3	92	2	4 **
4.	DO YOU FEEL FREE TO CALL THE TEACHER OR SOMEONE ELSE AT SCHOOL IF YOU HAVE A QUESTION OR PROBLEM.	96	0	1	90	6	2
8.	HAVE YOU TALKED TO ANY OF YOUR CHILD'S TEACHERS OR THE PRINCIPAL DURING THE SCHOOL YEAR.	89	10	0	86	12	0
SCHOOL PROGRAM QUALITY							
ITEM #	ITEMS COMPRISING THE ABOVE CATEGORY						
2.	HAS YOUR CHILD'S SCHOOL FAILED TO TEACH WHAT YOU THINK SHOULD BE LEARNED.	16	61	19	10	77	10
3.	ARE YOU DISSATISFIED WITH THE QUALITY OF TEACHING AT YOUR CHILD'S SCHOOL.	22	63	12	14	74	10
7.	HAS THE SCHOOL DONE A GOOD JOB OF TEACHING YOUR CHILD BASIC SKILLS SUCH AS READING AND WRITING.	72	15	10	77	9	10
* 13.	IF YOU COULD SEND YOUR CHILD TO ANY OTHER PUBLIC SCHOOL IN THE CITY, WOULD YOU CHOOSE TO DO SO.	38	43	16	18	68	11
* 16.	DO YOU BELIEVE THE PRINCIPAL'S OFFICE IN YOUR CHILD'S SCHOOL IS DOING A GOOD JOB.	53	18	24	76	6	16
SCHOOL PUPIL RELATIONS							
ITEM #	ITEMS COMPRISING THE ABOVE CATEGORY						
6.	DOES YOUR CHILD USUALLY DISLIKE GOING TO SCHOOL.	9	84	5	9	86	2
10.	DO YOU THINK YOUR CHILD IS TREATED UNFAIRLY AT SCHOOL.	7	77	13	7	84	7
11.	DO YOU BELIEVE YOUR CHILD'S TEACHERS TAKE A PERSONAL INTEREST IN (HIM,HER).	65	15	18	64	17	17
18.	DO YOU FEEL YOUR CHILD IS SAFE AT SCHOOL.	72	13	13	75	11	11
EDUCATIONAL ISSUES							
ITEM #	ITEMS COMPRISING THE ABOVE CATEGORY						
5.	DO YOU FEEL THAT YOU ARE POORLY INFORMED OF YOUR CHILD'S PROGRESS IN SCHOOL.	20	70	7	16	75	6
9.	SHOULD IT BE THE RESPONSIBILITY OF THE BOARD OF EDUCATION TO ACHIEVE RACIALLY BALANCED SCHOOLS.	50	16	29	33	39	24
* 12.	SHOULD STUDENTS HAVE A STRONGER VOICE IN SCHOOL AFFAIRS.	59	11	25	35	38	23
14.	SHOULD PARENTS HAVE A STRONGER VOICE IN WHAT THE SCHOOLS ARE TEACHING.	58	14	23	48	25	24
15.	ARE YOU IN FAVOR OF STRONGER STUDENT DISCIPLINE.	71	8	17	66	17	13
17.	DO YOU FEEL THAT CUTBACKS IN THE SCHOOL SYSTEM'S BUDGET HAVE REDUCED THE QUALITY OF YOUR CHILD'S EDUCATION.	52	22	20	43	36	19

**TOTAL PERCENTAGES ARE NOT ALWAYS EQUAL TO 100% DUE TO RESPONDENTS' OMISSIONS

APPENDIX H

E S E A T I T L E I I I

C I N C I N N A T I P U B L I C S C H O O L I N F O R M A T I O N S Y S T E M

DIVISION OF PROGRAM RESEARCH & DESIGN

M A Y - 1 9 7 2

G O A L S U R V E Y

PERCENTAGE BY GROUP SELECTING EACH GOAL

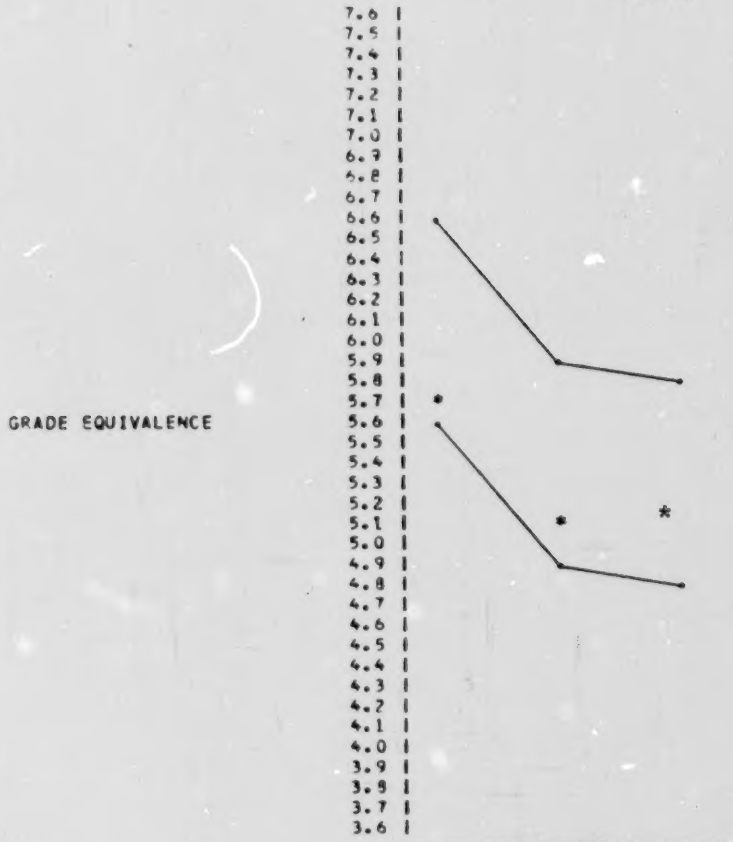
G O A L S	S T U D E N T		T E A C H E R		ALL ADMINISTRATORS ELEMENTARY SYSTEM T O T A L	P A R E N T S	
	SCHOOL UNIT	ELEMENTARY SYSTEM	SCHOOL UNIT	ELEMENTARY SYSTEM		SCHOOL UNIT	ELEMENTARY SYSTEM
NUMBER RESPONDING	N = 46	5,026	N = 14	1,612	N = 90	N = 184	25,013
GOOD HEALTH	65 %	52 %	14 %	28 %	16 %	33 %	31 %
CITIZENSHIP	26 %	40 %	57 %	48 %	53 %	52 %	49 %
IMPROVEMENT OF BASIC SKILLS	21 %	49 %	28 %	74 %	90 %	70 %	73 %
JOB TRAINING	67 %	60 %	14 %	18 %	24 %	30 %	27 %
SELF - DEVELOPMENT	21 %	26 %	78 %	58 %	56 %	40 %	46 %
TALENT DEVELOPMENT	50 %	30 %	0 %	14 %	15 %	20 %	28 %
LEISURE TIME ACTIVITIES	24 %	26 %	0 %	11 %	3 %	11 %	9 %
SCIENCES	10 %	27 %	7 %	11 %	10 %	21 %	28 %
UNDERSTANDING OTHER PEOPLE	36 %	39 %	57 %	47 %	60 %	59 %	40 %
HOME AND FAMILY LIVING	5 %	38 %	28 %	13 %	8 %	5 %	* %
CHARACTER BUILDING	23 %	18 %	71 %	61 %	50 %	46 %	41 %

APPENDIX I

ESEA TITLE III
CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM
DIVISION OF PROGRAM RESEARCH & DESIGN

ACHIEVEMENT FORECAST
1972-73 SCHOOL YEAR

SIXTH GRADE
READING



YEAR	70-71	71-72	72-73
CINCINNATI PUBLIC SCHOOL SYSTEM AVG	5.1	4.9	
NATIONAL NORM	6.3	6.3	

LEGEND
—— PREDICTION AREA FOR YOUR SCHOOL
* YOUR SCHOOL'S ACTUAL ATTAINMENT

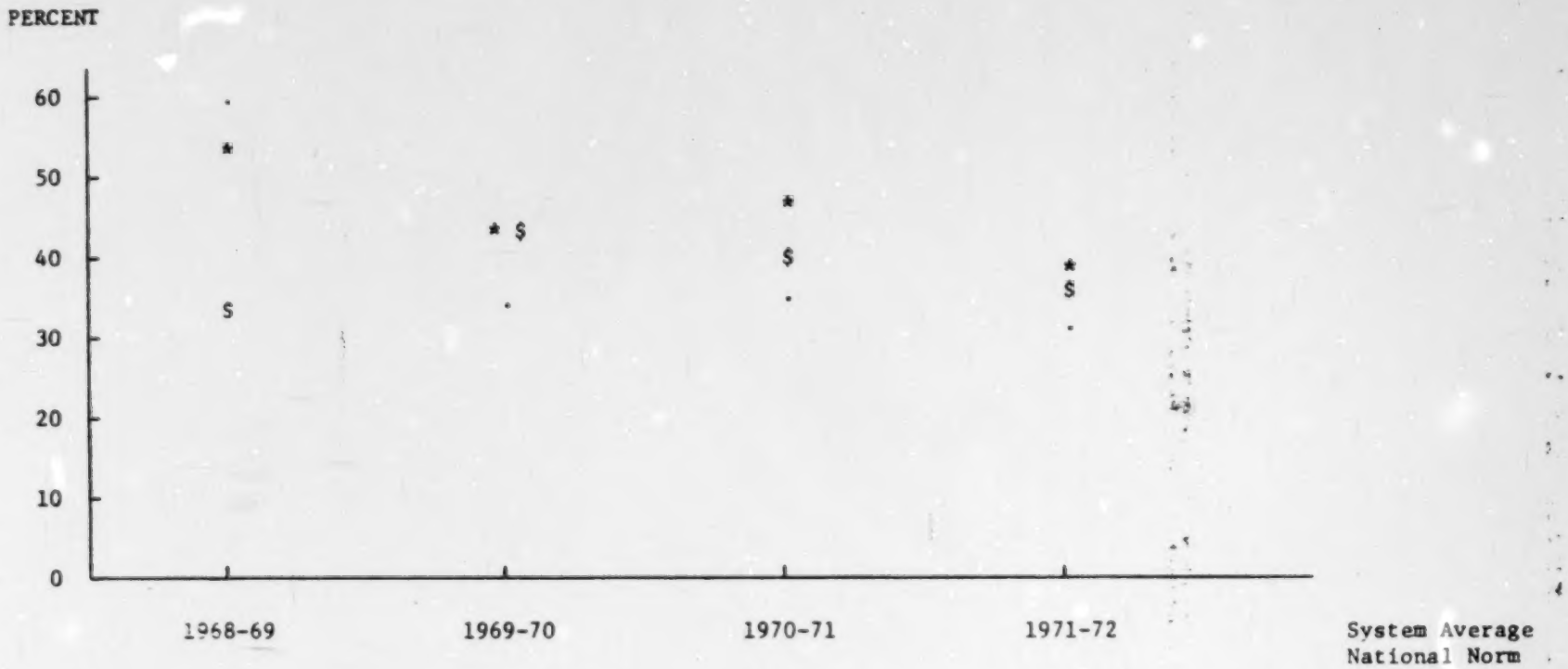
APPENDIX J

ESEA TITLE III

CINCINNATI PUBLIC SCHOOL INFORMATION SYSTEM

DIVISION OF PROGRAM RESEARCH & DESIGN

Trend Report



LEGEND: · Percent on welfare

* Percent free lunches

$ Percent voting

NOTE: Lack of one symbol indicates no data for that year